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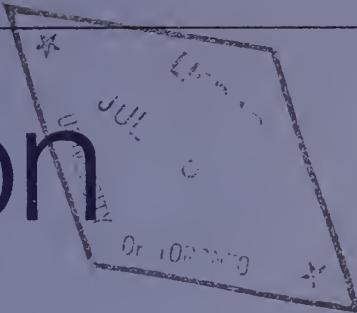




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# Education



Report of the Minister of Education  
to the Legislative Assembly of Ontario, 1973



**The Report of the  
Minister of Education, 1973**

Printed by order of the Legislative Assembly  
of Ontario

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The Honourable Pauline McGibbon,  
Lieutenant-Governor of Ontario

Madam:

It is my honour to present you with the Report of  
the Ministry of Education for the year 1973.

The report covers the period January 1, 1973 to  
March 31, 1974, in compliance with the directive of  
the Management Board of Cabinet that ministry  
reports be based on the fiscal year.

Whereas, in the past, reports of the Ministry of  
Education were based on the calendar year, they  
will henceforth be based on the fiscal year, April 1st  
to March 31st.

A major proportion of the ministry statistics that  
were contained in previous reports have been  
deleted from the present report and will be  
published in a separate document, *Education  
Statistics, Ontario*, which will be published annually.

As an introduction to the report on the activities of  
the ministry's branches and regional offices, I have  
taken this opportunity to inform you of the  
organizational changes that are taking place within  
the ministry in the light of similar changes that  
have occurred in the field of education.

Respectfully submitted,

*Thomas L. Wells*

Minister of Education

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# Introduction

## Ministry Reorganization Continues

The ministry continued its program of reorganization during this period. On January 1, 1974, the two Toronto-based regional offices were merged. This reduced the number of regional offices throughout the province from ten to nine. The new combined office, located in existing facilities in Willowdale, continues to serve school boards of both Metropolitan Toronto and the counties of Haliburton, Victoria, York, Ontario, Simcoe, Dufferin, Peel, and Halton.

Significant changes have been made in the internal structure of the regional offices. Three panels, representing the principal areas of activity, have been organized in each office. These panels are curriculum, supervisory services, and business and finance, with a superintendent in charge of each. It is expected that this organization will be more effective in working with school systems and in responding to ministry needs.

In August, two of the teachers' colleges operated by the ministry, one in Stratford, the other in Peterborough, were closed. While the Stratford College staff members were transferred to the ministry to fill vacancies in certain areas, the staff of the Peterborough College was transferred to the Faculty of Education, Queen's University, Kingston, and its elementary teacher training program was combined with the Queen's program.

Two other teachers' colleges were integrated with university faculties of education in accordance with a ministry policy first implemented in 1969. North Bay Teachers' College was merged with Nipissing College, North Bay (an affiliate of Laurentian University), and London Teachers' College was amalgamated with Althouse College of Education, to form the Faculty of Education of the University of Western Ontario.

## New Communication Services Branch

In March, the Public Information Service and the Library and Information Centre were combined to form the Communication Services Branch in an effort to consolidate all of the ministry's information units: those disseminating information, those producing communication programs, and those co-ordinating the ministry's relations with the public and the educational community.

## Appointments

On January 1, 1974, George Waldrum became Deputy Minister of Education; Mr. Waldrum succeeds Dr. E.E. Stewart who left the ministry to become Deputy Minister in the Office of the Premier.

Prior to his new appointment, Mr. Waldrum served, for 21 months, as Assistant Deputy Minister in the Education Administration Division. He had previously worked for 11 years in the ministry's

Supervision Branch, of which he was director for two and a half years.

Formerly a teacher and principal in public schools in Guelph, Mr. Waldrum joined the ministry in 1961 as an inspector of elementary schools in Hastings County.

As chairman in 1968 of the ministry committee on larger units of administration, he was instrumental in the establishment of county school boards, which came into being in 1969. Mr. Waldrum has also been associated with such ministry programs as principals' courses, special assistance for remote schools in Northern Ontario, and the development of leadership training workshops for school administrators.

A graduate in Arts from the University of Western Ontario, Mr. Waldrum holds a Master of Education degree from the University of Toronto.

Succeeding Mr. Waldrum as Assistant Deputy Minister in the Education Administration Division is Mr. Harry K. Fisher, formerly Director of the Special Education Branch and, more recently, of Supervisory Services.

Mr. Fisher first joined the ministry in 1958 as an inspector of schools in Muskoka and Parry Sound. Three years later, he became Superintendent of Public Schools for the Board of Education of the City of Welland. He rejoined the ministry in 1966 as Assistant Superintendent with the Supervision Branch.

Mr. Fisher's successor in Supervisory Services is Mr. Douglas Lawless, who is also continuing director of the Educational Resources Allocation System Task Force.

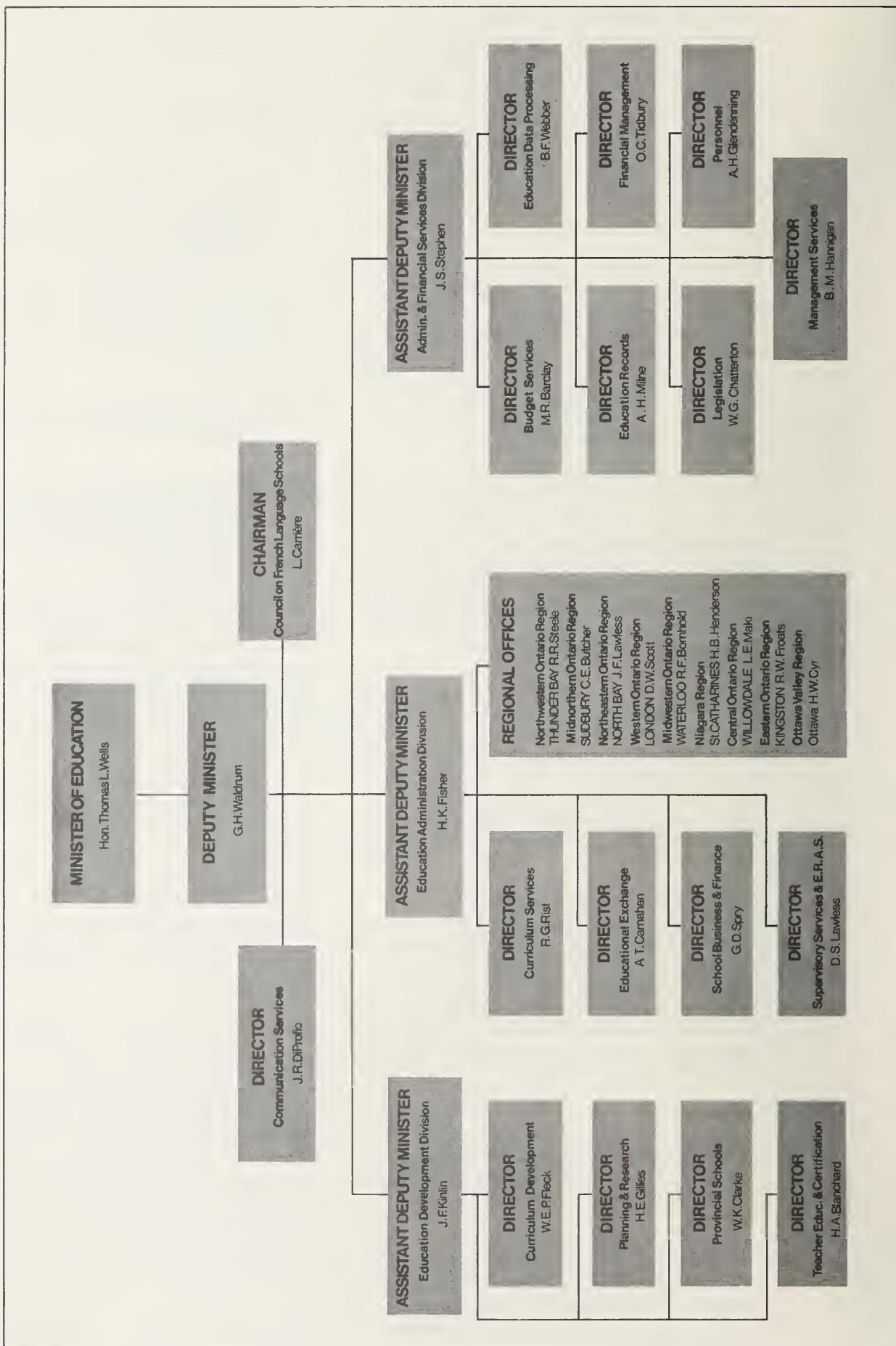
Before joining the ministry, Mr. Lawless had been an inspector of public schools in Norfolk County; Assistant Director of Education for the Halton County Board of Education; and, for two years, Director of Education for the Ottawa Board of Education.

In April, Joseph Di Profio was appointed Director, Communication Services Branch.

Mr. Di Profio, who taught secondary school in Sarnia for six years, joined the ministry in 1968 as a program consultant in the Kingston regional office. From 1971 to the time of his new appointment, he served as an Assistant Superintendent in the Curriculum Branch and later as an Education Officer in the Supervisory Services Branch. While in the latter position, Mr. Di Profio acted as secretary to the study team on the sharing or transferring of school facilities.

On January 1st, Mr. Patrick Fleck was appointed

# Organization Chart



## Council on French-language Schools

Director of the ministry's Curriculum Development Branch; he succeeds J.K. Crossley, who is presently on a six-month exchange with the Ontario Institute for Studies in Education.

A former science teacher, department head, and vice-principal in secondary schools in Scarborough, Mr. Fleck joined the central office of the ministry after one year as a program consultant in the Niagara regional office. He first served with the Curriculum Branch, and, later, with the Supervisory Services Branch.

Last November, Mr. Lauri Maki was appointed Director of the Central Ontario Regional Office, which combines the two Toronto-based regional offices.

A former teacher and principal of schools in Thunder Bay, Mr. Maki joined the ministry in 1960 as an area superintendent in Dryden. He was then appointed assistant director of the ministry's Thunder Bay office. In 1969, he was transferred to Toronto where he worked both in the Supervision Branch and from 1972 on in the School Business and Finance Branch.

In November 1973, Mr. Gordon Chatterton was appointed Director of the Legislation Branch.

A former teacher in Kent County Schools, Mr. Chatterton joined the ministry in 1946 and worked as an inspector of public schools in Renfrew, Welland, and York Townships. He was then appointed Assistant Superintendent of Elementary Education and, in 1965, joined the Supervision Branch. In 1972, he was named Chief Legislation Officer in the Legislation Branch.

Mr. Chatterton's predecessor, Mr. Thomson, joined the ministry in 1953 as an inspector of schools for Northern Ontario, after a career as a secondary school teacher and principal. Though now officially retired, Mr. Thomson still serves the ministry as chairman of The Task Force on the Consolidation of the Education Acts and as chairman of the Teachers' Superannuation Commission.

The most significant event of 1973 with regard to French-language education was the passage of Bill 180 and 181, which amended the Schools Administration Act and the Secondary Schools and Board of Education Act, respectively. These bills offer concrete suggestions for the creation of French-language instructional units. The amendments clarify and expand the role of language advisory committees and propose the creation of a Languages of Instruction Commission, which is intended to help settle disputes concerning minority language education in the province.

During the past year, a substantial number of French-language textbooks and teaching aids were added to Circulars 14 and 15. A number of educational officers with experience in French-language schools joined the ministry staff. Translation facilities were improved, and the number of research projects on French-language education increased.

Among the principal tasks of the council are the following: to advise the Minister and the Deputy Minister on all matters pertaining to French-language education for francophones; to ensure the continuing development of French-language education in Ontario; to make recommendations concerning developments that affect French-language students in the province; and to examine all new policies that relate to French-language education.

Council chairman is Dr. Laurier Carrière; council members in 1973-74 were: Roger Barbeau, area superintendent, Sudbury Board of Education; Roland Bériault, Superintendent of Schools, Ottawa Roman Catholic Separate School Board; Berchmans J. Kipp, Gaëtan Filion, and Gérard Raymond, educational officers with the Ministry of Education.

## Communication Services

The main tasks of the reorganized Communication Services Branch are to keep the public and educational community informed of developments in education in this province and to provide communication services for all branches of the ministry.

During the past year, the branch prepared a number of public service broadcasts for television and radio, as part of a pilot project. Ten of the radio programs and four of the 5-minute television programs have already been distributed to Ontario radio and television stations.

In addition to issuing news releases to the media, the branch operates a public enquiries service, which answered many letters and phone calls requesting information about education in Ontario.

In 1973 the Communication Services' news magazine, took on a change of face: *New Dimensions*, the newspaper for educators and school trustees, changed its name to *Ontario Dimensions in Education*. An increase in demand from groups and individuals for the magazine boosted its circulation to 120,000.

With the assistance of the Communication Services Branch, two major ministry exhibits were arranged during the year: one, last August, at the International Association for Educational and Vocational Guidance conference at Laval University, Quebec City; the other, last October, at the Canadian Education Showplace in Toronto. Both events featured a demonstration of the computerized Student Guidance Information Service.

A total of 180 publications were produced by Communication Services for other ministry branches and offices. By co-ordinating editing, design, layout, and printing the Communication Services Branch ensures that publications are produced at the most reasonable cost.

The Communication Services Branch continued supplying films to the central and regional offices as well as to teachers' colleges and provincial schools. There are some 3,500 professional films available on loan from the branch's film library.

The resources of the Communication Services Library Centre were continually under review during this period, and information was constantly being updated. The library/resource centre maintains a collection of some 51,000 books and periodicals in the field of education.

## Education Development Division

### Curriculum Development Branch

The Curriculum Development Branch, formed during the 1972 reorganization of the ministry, is responsible for the development of policies and curriculum guidelines for the improvement of education in Ontario. Typically, the branch might develop a new policy for Ontario schools in response to a report by a teachers' committee and issue it to schools in the form of a curriculum guideline. In preparing such a guideline, the branch would weigh the views of parents, trustees, and administrators in the light of new trends in education in Canada and abroad. This is only one example of the synthesis process in which the branch is engaged. In all cases, viewpoints from Ontario's educational community and results from all current research would be considered and merged into a coherent policy.

An important aspect of the process just described is the cyclic review, which involves a systematic review of curriculum within the divisions of the educational continuum. The process is nearing completion in the case of the Primary and Junior divisions. This document will include a basic review of policy for this segment of the school population.

The same process for the Intermediate Division will soon be underway within the Curriculum Development Branch. During the Intermediate Division review, only interim study documents for this age group are being issued. During the past year, these documents included: *Physical and Health Education*, *Man and the Earth* (Geography), *Family Studies*, and *History*. The first interim study document to include the Senior Division was *Environmental Science*, which embraced both the Intermediate and Senior divisions. Also applying to both divisions were *Informatics*, and *Consumer Studies*, the latter advocating an integrated approach that cut across subject boundaries. A document intended for the Senior Division only was *People and Politics*.

A guideline is being prepared for *Native Studies*, which is intended to offer assistance both to teachers of native students and to teachers who want to help non-native students understand the heritage and life-style of Canada's original inhabitants. Other guidelines are being prepared in the area of teaching English as a second language and of evaluation of student achievement. A handbook on metrication is also being prepared, and some documents, including the Primary and Junior Guideline, are already consistent with metric measurement.

The branch also has the responsibility of developing Circular H.S.I., which prescribes secondary school

organization and diploma requirements. Annual revisions are made to this document to refine and improve it. In the 1973 *H.S.I.*, a new requirement stipulated that students include in their programs for the Secondary School Graduation Diploma four credits in English Studies and two credits in Canadian Studies.

Since January 1973, ministry approval has been given to 1,200 locally developed courses that did not fall within the scope of existing guidelines. It is evident that teachers are willing to undertake the extensive planning involved in developing courses suited to the requirements of particular groups of students. Both innovative courses and textbooks to support them are examined by the appropriate members of the Curriculum Development Branch before ministry approval is given.

A corollary of the publication of guidelines is the identification of learning materials consistent with the ministry's philosophy of education. A major development in this area is the establishment of a learning materials development fund that will be used to stimulate the development of books and other learning materials as well as to assist in the production of these materials.

A further advance in the area of learning materials is a study undertaken by the Curriculum Development Branch to determine the extent to which the needs of Ontario students with regard to learning materials are currently being met; this study is also intended to identify areas of the curriculum for which new materials should be developed. More than 11,000 teachers, principals, and school board officials are participating in this study.

The learning materials study is a new aspect of the task of identifying learning materials that support the philosophy and goals of ministry guidelines. A traditional part of this important task is the preparation of *Circular 14* (*14A* and *14B*), which lists textbooks that teachers may use in Ontario schools. The 1974 document includes 1,651 titles, of which more than 90 per cent represent materials written and published in Canada. In the evaluation of textbooks, materials are examined for racial bias or sex stereotyping. Other Canadian learning materials, including books, films, and other media, have been evaluated in preparation for a new edition of *Circular 15: Canadian Curriculum Materials*. The English edition alone will include more than 5,000 items. Nine hundred items are listed in a separate French edition, which was published recently.

#### **Planning and Research Branch**

The Planning and Research Branch plays a key role in educational and financial planning and forecasts. It also co-ordinates research programs designed to improve the educational system.

During the period covered by the present report, the planning section carried out an extensive analysis of multi-year planning and designed methods to streamline the planning process.

Planning officials also worked on co-ordinating several surveys and analyses and on developing mathematical models one of which is intended to help school boards make curriculum changes at the most effective cost.

A total of \$472,875 in grants was awarded to successful candidates of the 1973-1974 Grants in Aid of Educational Research program. Seven of these grants went to boards of education, seven to the Ontario Institute for Studies in Education, and 20 to universities across the province.

Approximately \$1,426,505 were allocated to 36 research projects under the Contractual Research Program during 1973. The projects involve 31 universities, as well as boards of education and research agencies.

In the branch's statistics section, the Educational Staff Record was introduced in April 1973. This record will be updated annually in order to provide valuable data for forecasting the number of teachers and types of skills that are required.

Each year, the statistics section provides a ten-year forecast of provincial enrolment. In addition to providing such statistical data, it provides consultative services to ministry officials.

#### **Provincial Schools Branch**

The Provincial Schools Branch was responsible for the full operation of four schools for the blind and deaf and for the educational programs provided in twelve Ministry of Health hospital schools. The branch also provided a full correspondence courses program for Ontario residents either residing in Ontario or temporarily relocated outside the province or country. This branch provided programs for both the hearing and visually handicapped, and for emotionally disturbed or retarded children, as well as for normal children and adults.

During the report period, 243 teachers, 20 support staff, and 20 paraprofessionals responded to the educational needs of some 2,000 children and adolescents in various hospital schools in Ontario. Over 100 out-patients were assessed each month by liaison personnel; a further 50 students were enrolled in day school programs.

An average of 300 new cases monthly were handled in six regional diagnostic assessment and treatment centres, under the joint supervision of the regional office and branch.

Children with multiple handicaps enrolled in hospital schools outnumbered those with single

handicaps by a ratio of three to one. This increase can probably be attributed to more effective health care services, which enable many more multi-handicapped babies to survive birth.

An attempt was also made to improve the education of emotionally disturbed deaf children. A great deal of emphasis as well was placed on the professional development of school personnel by means of conferences, curriculum development activities, seminars, workshops, and summer and winter courses.

*The W. Ross Macdonald School, Brantford (formerly the Ontario School for the Blind)*

Reconstruction of the former Ontario School for the Blind, an institution dating back some 100 years, was completed in 1973. The school was officially opened in May of that year by Lieutenant-Governor W. Ross Macdonald, a Brantford resident and lifelong friend of the school in whose honour the school was named. Enrolment in the school in September was 221.

Twelve students graduated from grade 12 of the school last June; of these, four students are now attending grade 13 classes in regular secondary schools in their localities and plan to continue on to university; three are enrolled in colleges of applied arts and technology; one is completing secondary school studies in his native western province; and four are attending the Canadian National Institute for the Blind for vocational assessment and training.

In April of 1973, the Brantford school for the blind assumed full responsibility for providing large-print materials to visually impaired students throughout Ontario, a service previously carried out by the CNIB.

*The Ontario School for the Deaf, Belleville*

A total of eighteen students graduated from the Ontario School for the Deaf in Belleville last June. Five of these students continued their studies at George Brown College of Applied Arts and Technology; most of the others found employment with the assistance of the Canadian Hearing Society.

The number of students enrolled in the school in September was 405; of these, 61 attended the school as day pupils; the remaining students as residents.

Among curriculum changes that were implemented in 1973 in the Belleville school and its sister schools was the introduction of Visible English, an oral method of communication based on finger spelling.

In August, the school was host to the National Convention of Canadian Teachers of the Deaf, the first convention of its kind, organized by a group of Ontario teachers and attended by some 300 people.

*Teacher-Education Media Centre*

The media centre for teacher education, which began operations in 1967, was established in order to train teachers of the deaf, provide learning materials for students of the three Ontario schools for the deaf, and to advise on the certification of teachers of the deaf. In June of 1973, 27 new teachers graduated from the Belleville school.

*The Ontario School for the Deaf, Milton*

Of the twenty students who graduated from the Ontario School for the Deaf, Milton, in June, seventeen found immediate employment, two entered George Brown College, and one joined a sheltered community-sponsored workshop program.

Enrolment in the Milton school declined to 403 in 1973-74 (a decrease of 152 from the previous year), as a result of the opening of the Regional Centre for the Hearing Handicapped in London.

As part of an experiment to integrate students from special schools into regular schools, ten of the moderately impaired students from the Ontario School for the Deaf, Milton, attended two public schools. Milton teachers also helped to organize a special class for deaf children in St. Catharines.

Seven members of the Canadian team that won one silver and three bronze medals in the World Deaf Olympics held in Malmo, Sweden were students of the Milton School for the Deaf. Team members trained at the school in July 1973, prior to the Olympics.

Donald E. Kennedy, first superintendent of the Ontario School for the Deaf, Milton, whose retirement became effective at the end of August 1973, was honoured at a reception held in April of that year.

The reception was attended by the Deputy Minister of Education, Dr. E.E. Stewart, and by staff, students, and friends of the school. Special tribute was paid to Mr. Kennedy for his contribution to education in general and to that of the deaf in particular. Under Mr. Kennedy's supervision, enrolment in the school increased from 84 students to 590, and the school became the largest of its kind in Canada.

In Mr. Kennedy's honour, the sum of \$10,500 was donated to the Student Welfare Fund, which was renamed the Donald E. Kennedy Fund.

*The Robarts School, London (formerly the Regional Centre for the Hearing Handicapped)*

The newly constructed Regional Centre for the Hearing Handicapped, London, renamed after the former premier, John Robarts, was opened at the end of December 1973.

During its construction, residential students of the London school attended classes in Milton.

Students enrolled in the school (these included students from London located in both the London and Milton schools) numbered 194; of these, 57 were day students and 137 residential students.

Since instruction was given only at the elementary school level there were no London school students graduating in June 1973.

During 1973-74, classes were offered up to Level 11 or Year 2 of the secondary school program. It is hoped that, next year, classes will extend to Level 12 or Year 3 of the secondary school program.

#### *Correspondence Courses Services*

Some 55,000 persons took ministry correspondence courses during the year. These free elementary and secondary school courses are available to persons who are unable to attend school or who have withdrawn from school or are temporarily living outside Ontario. More than 1,300 senior students, with the approval of their principals, enrolled in an experimental program that allowed them to take one or more correspondence courses while still in school.

#### **Teacher Education and Certification Branch**

The task of the Teacher Education and Certification Branch is to approve the teacher education programs that are offered by colleges and faculties of education, and teachers' colleges. It is the branch's responsibility as well to develop policies and regulations governing teacher certification and to authorize teaching in publicly supported Ontario schools.

The number of students enrolled in elementary teacher education programs during the school year totalled 1,780; this figure represents a decrease of 1,359 or 43.3 per cent from the previous year's enrolment. Secondary teacher education enrolment also declined to 3,036 students: thus, there were 210 or 6.5 per cent fewer students in 1973-74 than in 1972-73.

Included in the secondary school education figures are 956 candidates (a 53.7 per cent increase from the previous year) who took secondary teacher education training plus an elementary option.

In 1973-74, for the first time, the entrance requirements for Ontario elementary teacher certificates were raised; this meant that students entering teacher training courses who were planning to teach in English-language schools were required to hold a degree from a recognized university.

A number of teachers' colleges were closed in 1973; others were merged with university faculties of education. Information regarding these colleges can be found in the introductory section of the present Minister's Report.

A special six-week summer course was held at the Hamilton Teachers' College to enable some 120 teachers, who were qualified to teach music only, to upgrade their basic teaching certificates.

# **Education Administration Division**

## **Curriculum Services Branch**

The main responsibilities of the Curriculum Services Branch include: interpretation of curriculum guidelines; assisting in the implementation of curriculum guidelines; seeking reaction to ministry policies and programs; professional development.

During the branch's first full year of operation, several important programs were developed for the implementation of the following new guidelines for the Intermediate level: *History, Man and the Earth, Family Studies, and Physical and Health Education*; for the Intermediate and Senior levels, *Environmental Science and Informatics*.

Informatics guidelines are revised, updated versions of older guidelines in Business Data Processing; they are intended to offer the student a general background for a variety of courses in computers and information processing.

The case of *Circular H.S.1, 1973-74* is particularly noteworthy: for the first time, a French-language version of the document was distributed to francophone secondary schools. As a supplement to *H.S.1*, a French version of *Response to Change (Adaption aux changements)*—a circular outlining the operation and philosophy of the credit system—was distributed to parents in February of 1973.

Also introduced into French-language secondary schools was the guideline *Français, cycle supérieur*.

In addition, an annotated list of all current ministry guidelines available in both French and English was distributed, with an order form, to the various schools. The schools can therefore obtain a complete collection of all the documents relevant to the age levels of their students and the subjects of their curricula.

In the fall of 1972, a task force to seek the reactions to the credit system of educators, parents, interested citizens, and organizations was established. (The credit system as a basis for secondary school diplomas is outlined in detail in *Circular H.S.1*.) The survey was completed in the spring of 1973, and a summary of its findings was published in the fall of the same year.

A review of the curriculum for the Intermediate years has been under way for a year, and, at this stage, the views of educators, parents, and interested citizens have been tabulated and are almost ready for the curriculum development process.

Professional development services continued to be a major area of branch activity. During the summer of 1973, 47 professional courses were offered in 22 locations to 6,306 teachers.

Branch specialists studied the means by which development activities could be related to policy

implementation programs. They also endeavoured to modify courses in order to more effectively suit the changing needs of teachers; greater emphasis was placed on intensive, specialized one- or two-week seminars rather than on the traditional, more general five-week summer courses.

More than 2,000 teachers attended 23 workshops under the P.D. 3 project carried out by the ministry in conjunction with the Ontario Teachers' Federation and the Ontario Institute for Studies in Education. The project, which offers workshops on a variety of subjects, will continue to the end of the 1973-74 school year, at which time it is planned to increase the scope of the project through a regional approach.

Several important developments took place in the field of special education. The work of a ministerial task force resulted in the formation of a central registry and referral centre for autistic children in the Oshawa-Toronto-Hamilton corridor. Funding was obtained for a major pilot project on autistic children to be conducted by the Ottawa Board of Education.

Two courses that were designed to prepare teachers for working with trainable mentally handicapped children have been added to the professional development program.

A task force was formed to study the more general problem of secondary school dropouts. It focused primarily on the Senior Division. A preliminary study of alternative modes of education for 14- to 16-year-olds was also completed.

The phase-out of the ministry's Learning Materials Service Unit was completed this year. As a result, fifty school boards were allocated 16 mm. films on long-term loan to establish or to enlarge their film libraries to the level of one film print per teacher.

## **Educational Exchange and Special Projects Branch**

The Cultural Exchange Program continued to support interprovincial and international exchanges of an educational and cultural nature. An increase was noted in the number of schools receiving financial assistance for worthwhile exchanges with schools in many parts of Canada and in other countries. Billeting in families is an essential part of a school exchange and allows close contact between students of the two communities.

Groups in the performing arts concerned with cross-cultural activities also received some financial help for travel costs. In this way the Ministry of Education encourages and promotes the development of talent in the field of music and theatre.

Two new projects were developed during the year as part of the ministry's summer employment program for youth.

P.E.O.P.L.E. (Preservation and Exploration of Ontario's Past, A Learning Experience) employed some 150 students on 25 projects across Ontario. S.P.I.C.E. (Students Participating in Community Education) offered employment to some 350 students in projects that varied from building an adventure playground in Manitouwadge and starting a nature trail in Moosonee to investigating community education needs in a Metropolitan Toronto borough.

Some 132 students at four Ontario universities received \$4,000 each for their work with language groups in schools under the auspices of 15 Ontario boards of education. This Second Language Teaching Assistant program, established in July 1973, is a federal-provincial pilot project designed to encourage students attending an out-of-province university to act as a "second language teaching assistant" to a teacher certified to teach French or English as a second language.

Under Project Canada a number of students were given the opportunity to participate in educational exchanges throughout Canada. The project is regarded by many teachers as useful for the promotion of national unity and understanding.

The Young Voyageur Program, which permitted approximately 1,000 Ontario secondary school students to visit different regions of Canada during the summer of 1973, is also held in high esteem by educators.

Another youth program, Ontario Young Travellers, enabled 3,400 or more Northern Ontario students to visit the Ontario Legislature and other points of interest in and around Toronto. The program, which provides travel grants to grade 7 and 8 students from Northern Ontario, allows them to visit cultural centres in Southern Ontario and enrich their educational experience. Accommodation, meals, and other expenses incurred by the students when in Toronto are a local responsibility.

Project Japan, which grew out of the increasing use of English as a commercial language in Japan, provided Japanese pen pals to 200 Ontario students and linked 25 Canadian schools to schools in Japan.

Professional exchanges included: an exchange of 29 teachers with Great Britain; eight exchanges between local school board officials and ministry personnel; and the exchange of several Ontario and Quebec Ministry of Education officials through the Ontario-Quebec Permanent Commission.

Under Project School Supplies, approximately 3,000 pieces of classroom furniture and 10 tons of library

books reached their destination in the West Indies in 1973.

Project Eyeglasses continued to provide a high standard of professional eye care by a team from the School of Optometry, Waterloo University, under Professor E.J. Fisher, to children and adults in the West Indies.

During the past year, a pilot program was introduced at the Ontario Athletic Leadership Camp on Lake Couchiching for students selected from special vocational schools. The new June program brought total enrolment in the camp to 964 students. In addition, twenty-three other youth and adult groups made use of camp facilities during the summer.

#### School Business and Finance

Ceilings on the operating expenditures of school boards were increased during the 1973-74 school year from \$630 per elementary pupil and \$1,130 per secondary pupil to \$683 and \$1,210 respectively.

Provincial assistance reached the government's previously announced goal and covered 60 per cent of school board spending in 1973-74.

Weighting factors for 1974 were announced to school boards in November 1973. The introduction of more precise and appropriate information enabled these factors to be modified somewhat.

Specific provisions were made for 1973-74 for school boards that experienced a decline in enrolment.

The Education Mill Rate Subsidy, which restricted mill rate increases, was also applicable for the past year. This restriction continues the program to establish a common mill rate throughout a school board's jurisdiction. However, provincial reassessment will have to be completed before such a goal can be achieved.

Capital spending on school buildings was again below that of the previous year due to a continued decline in elementary pupil enrolment and a further decrease in funds for building purposes.

The construction of new schools was largely confined to those localities that experienced population growth. At the same time, many existing schools were provided with special learning areas that were urgently needed.

The ministry's program to provide capital funds, on a priority basis, for the replacement and renovation of outmoded school buildings was continued.

During the past year, 226 elementary school building projects, at a tendered cost of \$80,721,000,

were carried out. These included the construction of new schools, renovations to older schools, and additions to existing school facilities, and created space for an additional 36,704 elementary school pupils. The completion of 64 other building projects, at a tendered cost of \$48,598,000, provided facilities for an additional 12,670 secondary school students.

The findings of an extensive survey of the school transportation system were released in a publication entitled *Managing School Transportation*. Among the subjects treated in the publication are: organization and staffing; route design and implementation; board-owned transportation operations; and contractual arrangements.

#### **Supervisory Services Branch**

The Supervisory Services Branch acts as a liaison unit between the ministry and the organizations and individuals in the education community responsible for the supervision and administration of school systems.

The regulations for the Supervisory Officers Certificate are administered in the Supervisory Services Branch of the ministry. These regulations outline the qualifications required by all supervisory officers appointed by boards of education and separate school boards, which are required to appoint a chief educational officer and an adequate number of supervisory officers.

At the end of 1972, there were 463 supervisory officers employed by boards of education and 138 employed by separate school boards.

Part III of the Schools Administration Act provides for school trustees' and teachers' boards of reference.

During 1973 the Minister granted 19 applications for boards of reference from teachers. However, nine of these were withdrawn after being granted, and 10 boards of reference were maintained.

Under Ontario Regulations 546/73 school boards may now adopt a school calendar that may include professional activity days. Professional activity includes evaluation of the progress of pupils, consultation with parents, the counselling of pupils, curriculum and program evaluation and development, professional development of teachers, and attendance at educational conferences. There must be a minimum of 185 instructional days in any school year. Flexibility in the time for the winter break is permitted.

Legislation was introduced that would permit the Minister of Education to draw up regulations governing the conditions under which and the

procedures by which a pupil who is of compulsory school age, but over 14, may be excused from school attendance or required to attend only part-time.

Services coming under the scope of the Supervisory Services Branch are available in the French language.

Seven French-speaking area superintendents located in the regional offices of the ministry serve the needs of French-language schools and classes where no local French-speaking officials are available.

The Supervisory Services Branch is responsible for the co-ordination of the ministry's relationship with private schools. This co-ordination ensures that the policies and procedures pertaining to these alternative forms of education are in the best interests of the students within their jurisdiction.

In 1973, 297 private schools listed their notice of intention to operate with the Ministry of Education, as required under Sections 1(d) and 20 of the Ministry of Education Act. Of those 297 schools, 110 were inspected by ministry officials for the purpose of determining whether subject credits might be granted or whether students might be recommended for Secondary School Graduation Diplomas and Secondary School Honour Graduation Diplomas.

Over the past ten years the percentage of private secondary enrolment compared to the total secondary enrolment has dropped by 51.2%.

In 1973 the schools operated by the Canadian Penitentiary Service received permission to operate as inspected private schools.

The branch is also responsible for co-ordinating the inspection and consultative services for the educational programs of the province's 13 juvenile institutions and 13 correctional and adult training centres.

The branch, in conjunction with the related regional offices, provided supervisory and consultative services to the 22 schools operated by 9 boards of education location on Canadian Forces bases.

Similar services were also supplied to two school boards on other Crown Lands and to 10 boards that operate schools for handicapped children.

The Supervisory Services Branch has established a liaison with the departments of curriculum and measurement and evaluation at O.I.S.E. A recent

innovation was that four doctoral candidates spent a training period working with the branch.

One member of the branch spends part of his time at O.I.S.E. using its resources in the area of evaluation.

These activities have stimulated a much closer working relationship between the two organizations.

The Northern Corps is a ministerial plan introduced in 1966 to provide specific services for certain isolate schools.

The Northern Corps program continues to recruit personnel and provide orientation workshops for qualified elementary school teachers to serve in these schools of northern Ontario. In the 1973-74 school year, 33 teachers served in 16 schools under the program. Included in this list were 9 husband and wife teams.

A new school was opened in Mine Centre in 1973 bringing together the native and white children into a modern 5-room school.

The branch is also responsible for continuing liaison in the operation of the existing education programs of the isolate boards of education in Northern Ontario and the James Bay Education Centre.

The branch conducted pilot projects in systems evaluation in co-operation with four school systems. It is anticipated that the models being tested in these projects will be useful to decision-makers at both the provincial and local levels as they plan for improving programs in an era of financial ceilings.

The Supervisory Services Branch organized a series of province-wide workshops for trustees and administrators. These were held in conjunction with officials of the Ontario School Trustee's Council, the Ontario Institute for Studies in Education, and the Ontario Association of Education Administrative Officials.

The branch served as the co-ordination point within the ministry for the collection of information and the organization of ministry assistance concerning the collective agreement negotiations between school boards and their teachers.

## Regional Offices

### Midnorthern Ontario Region

During the period covered by this report, a cyclical review of the Intermediate Division was begun and the Regional Task Force on *H.S.I* was in operation.

It was also a time of consolidation in which closer attention was paid to regional needs.

Program consultants worked with curriculum committees in Sault Ste. Marie to establish new courses of study for the Health program; in conjunction with a committee from the North Shore Board of Education, they developed a Social Studies curriculum guideline for the Primary and Junior divisions; they also initiated an experimental program in grade 1 Mathematics in Thessalon; and assisted in the development of Kindergarten and Language Arts guidelines for the Sudbury Board of Education.

### Northwestern Ontario Region

A major accomplishment of the program consultants and area superintendents was the improvement in the quality of instruction in regional schools. A total of 4,487 days were spent by staff members in consultation with teachers, principals, local administrative officials, community groups, and central office personnel: 1,463 days were devoted to providing assistance to individual teachers; 1,399 days to discussions with groups of teachers in seminars, workshops, and staff meetings.

Program consultants contributed to the conferences and conventions held by teacher organizations; similarly, other regional office personnel participated in conferences involving trustees and/or school business officials.

### Northeastern Ontario Region

The Northeastern Ontario region is composed of the districts of Cochrane, Timiskaming, Nipissing, and Parry Sound, as well as the regional municipality of Muskoka. In the northeastern region, several types of school boards are to be found: ten boards of education; seven district Roman Catholic separate school boards; seven public school boards; two Roman Catholic separate school boards; and six boards on Crown lands.

The Northeastern Region office handles four main areas: development of the curriculum, development of personnel, provision of educational facilities, and provision of finances for education.

### **Western Ontario Region**

The staff of the Western Ontario regional office sponsored a series of meetings in 1973-74 with directors of education, superintendents, department heads, and principals in order to clarify the *H.S.I.* document. Office staff also conducted an architectural workshop, which was attended by over 60 delegates from the region's school boards.

The office's educational television section produced a series of videotape programs on a wide range of subjects. The programs were circulated not only within the region, but also throughout Ontario and Canada. One program was sent, on request, to the United States (to Minneapolis, Minnesota) and to Israel, as well.

### **Midwestern Ontario Region**

The Midwestern Ontario regional office has provided a variety of services, on behalf of the ministry, to thirteen regional school systems that include 8,500 teachers and 186,000 pupils.

Almost 1,000 workshops, attended by some 29,000 persons, were conducted by the staff of the ministry's regional office in Waterloo. During the same period, almost 1,800 classrooms were visited by program consultants.

### **Niagara Region**

The Niagara regional office continued to serve six boards of education and four Roman Catholic separate school boards in the following areas: the regional municipality of Niagara, the city of Hamilton, and the counties of Haldimand, Norfolk, and Wentworth.

From its headquarters in St. Catharines, the Niagara office handles the areas of curriculum, supervision, and finance. As has been the pattern since 1967, the main energies of the Niagara office have been devoted to program development. The role of the program consultants is to provide first-hand assistance to teachers, department heads, principals, and supervisory officers in workshops for the implementation of guidelines, and to organize other kinds of professional development activities within the educational community.

### **Central Ontario Region**

During the calendar year 1973, two offices continued to serve the boards and schools of Metropolitan Toronto and the surrounding counties. These offices were the West Central Ontario Regional Office, Toronto, and the East Central Ontario Office in Willowdale. On January 1, 1974 these two offices were combined to form the Central Ontario Regional Office, Willowdale.

The work of the two offices was carried on despite the change-over to a single-office operation. The review of *H.S.I.* with boards of both regions was continued, as were many other projects, including the review of the Intermediate curriculum.

### **Eastern Ontario Region**

As a result of the experience that it gained over the past five years from working with school board supervisory personnel, the Eastern Ontario office was able to introduce certain important changes in operation.

Without exception, school board personnel preferred that consultants be rescheduled on a block-of-time and follow-up basis.

### **Ottawa Valley Region**

One of the areas of concentration of the Ottawa Valley office has been the development of leadership programs in co-operation with local boards. Under the new committee structure, responsibilities, which, until recently, had often been shouldered by single individuals, will now be shared.

Several curriculum committees were formed or reinstated during the year in regions under the Ottawa office's jurisdiction; among them, History committees.

# **Administrative and Financial Services Division**

## **Budget Services Branch**

The Budget Services Branch continued to coordinate the preparation of the ministry's revenue and expenditure estimates and to monitor spending throughout the year.

In addition to communicating directives from the Management Board of Cabinet to ministry officials, the Budget Services Branch kept the board informed of ministry policies and issues.

## **Education Data Processing Branch**

During the period covered by this report, the Education Data Processing Branch provided data processing services to the Ministry of Education as well as to the Ministry of Colleges and Universities, the Ontario Institute for Studies in Education, the Ontario Arts Council, and several Ontario school boards and schools.

Work was started on the development of a comprehensive financial information system for the ministry. A fixed-asset inventory control system was designed, programmed, and implemented in the ministry in 1973. During the same period, two school boards successfully tested a pilot computerized budget-finance administration system.

Student timetabling services were utilized by 280 secondary schools with a total student population of 300,000. The services of the student administrative system were expanded to cover 185 schools and 200,000 students.

The Student Guidance Information Service on careers and post-secondary education became fully operational in the fall of 1973. It is presently being used by some 192 schools and 100,000 students. In three "pilot" schools, the communication terminals are linked to the main SGIS data base in Queen's Park to permit an immediate response to student enquiries.

Ten school boards are linked to the ministry's computer via terminals, to assist them in administrative work. Thus, the need for independent computers is eliminated, and the cost to school boards is substantially lower.

## **Education Records Branch**

In order to create more flexibility, the Education Records Branch assigned its staff members new duties during the past year. New branch activities included re-instatement of the Ontario Scholarship program and the Verification of Teacher Certification program.

The functions of the Education Records Branch include the following: maintaining records of teachers' professional qualifications; issuing teachers' certificates and graduation diplomas to school students; evaluating out-of-province academic documents for job applications; and

maintaining the official list of private schools operating in the province.

Under the Ontario Scholarship program, formerly operated by the Ministry of Colleges and Universities, some 7,612 scholarships were granted to secondary school students.

The number of diplomas issued during the year is as follows: 42,238 Secondary School Honour Graduation Diplomas and 91,705 Secondary School Graduation Diplomas.

Under the Verification of Teacher Certification program, forms were sent to 102,548 teachers for verification of certificates held. All amendments to the forms were investigated and, once confirmed, were added to the teachers' computer file.

Approximately 11,000 individuals from all parts of the world were interviewed by staff members of the Education Records Branch in order to assess their academic and/or professional qualifications with respect to Ontario standards. The branch evaluated the out-of-province educational training of 33,000 persons to determine their qualifications for job applications or further education in Ontario.

Some 9,362 teachers, after teaching successfully for two years, were issued permanent basic teaching certificates. A total of 11,412 teachers qualified for additional or higher certification, compared with 10,138 during the previous year.

## **Financial Management Branch**

During 1973, the Financial Management Branch implemented its program for processing expenditures on a post-audit basis.

Work on a financial information system for the ministry (a project undertaken conjointly with the Education Data Processing Branch) also continued.

A revised internal administrative procedures manual is being prepared by the Financial Management Branch in conjunction with Management Services.

## **Legislation Branch**

In 1973-74, the Legislation Branch prepared amendments to the five acts governing education that were later enacted by the Legislative Assembly. In addition, 18 amendments to ministry regulations were made.

Negotiations between teachers and school boards in 1973 were largely successful, agreement having been reached by November 30 in all but sixteen cases.

In December 1973, Bill 274, an Act to amend The Ministry of Education Act was given first and second readings. This bill provided for the settlement, by binding arbitration, of teacher/board differences still outstanding on December 31, 1974.

This date was later extended to January 31, 1974, by which time agreement had been reached in all but four cases. Three of these cases were subsequently settled, and on March 15, 1974, Bill 12 was given Royal Assent. Bill 12 provided for the settlement by arbitration of the remaining situation involving the secondary school teachers of York County.

A draft form of the proposed Consolidation of the School Acts, December 1972 was made public by the Minister in January 1973. Constructive suggestions were received from many sources throughout the remainder of the year, and these were considered by a task force appointed by the Minister.

Many changes were incorporated in Bill 255, The Education Act, 1973, which received first reading on November 30, 1973. The task force was reactivated in February 1974 to consider further submissions.

Following the recommendations of the Symons Report, substantial amendments were made to clarify the provisions of the legislation relating to the establishment and operation of French- and English-language schools and classes and related advisory committees.

#### **Management Services Branch**

A formal tendering procedure for all items of over \$1,000 in value was introduced at all ministry locations.

The main tenders handled by the Management Services Branch during the year were for caretaking and food and bus services for the new Robarts School in London, Ontario. These contracts are valued at \$240,000, annually.

A branch-design system for the positive identification of non-consumable items with a value of over \$100 was also introduced in all ministry offices.

The Management Services Branch dealt with several changes in accommodation: plans for the Kingston regional office in a government building that houses several other ministries were approved and relocation was completed; work was started on a new government building, which will house the Thunder Bay regional office and other ministries.

#### **Personnel Branch**

Duties of the Personnel Branch staff include: employee relations, compensation, administration, recruitment, and maintenance of personnel records.

Throughout the year, staff members worked on programs and courses in personnel development that focused on a wide range of subjects such as management, supervisory and communication skills, and new employee orientation.

Although the recruitment of new personnel was quite limited during the school year, there was an extensive redeployment of staff within the ministry.

In the area of employee relations, only one complaint came before the Public Service Grievance Board during 1973.

# **Ministerial Committees and Task Forces**

## **The Commission on the Organization and Financing of the Public and Secondary School Systems in Metropolitan Toronto**

The Commission on the Organization and Financing of the Public and Secondary School Systems was established in May 1973 to review the structure and operations of the Metropolitan Toronto school boards with particular attention being paid to financial and other relationships that exist between the Metropolitan Toronto Board of Education and the six local boards whom it serves.

Chairman of the commission is Mr. Barry Lowes. Commission members are Professor Brock Rideout of the Ontario Institute for Studies in Education, Dr. David Tough, former director of the North York Board of Education, and Miss Margaret Gayfer, former editor of the magazine *School Progress*; executive secretary of the commission is Mr. Gray Cavanaugh.

One of the functions of the commission has been to receive briefs from interested groups and individuals on the structure and operation of Metro boards. Public hearings were also held in September and October of last year, and a report by the commission was to be released this spring.

## **The Commission to Review Elementary and Secondary Ceilings**

In December 1973, a commission composed of representatives of both the Ontario Teachers' Federation and the ministry was established by the Minister of Education to examine the disparity that exists between ceilings for elementary and secondary schools. Work of the commission is now under way, and an interim report is expected in June 1974.

## **Committee on the Costs of Education**

The Committee on the Costs of Education, chaired by Mr. Thomas McEwan, released its third interim report in September. This report concerned all aspects of transportation for elementary and secondary school students.

## **Educational Resources Allocation System Task Force**

The Educational Resources Allocation System Task Force was established to assist school administrators in achieving more effective management of resources in the light of the school boards' immediate and long-term objectives.

An advisory committee composed of representatives from the Ontario School Trustees' Council, the Ontario Teachers' Federation, the Ontario Association of Education Administrative Officials, the business community, the Ministry of Education, and the Management Board for the Province of Ontario is advising the task force in its study.

Since the task force commenced operations in June 1973, it has concentrated on the development of an

ERAS system through a series of pilot projects carried out in co-operation with 16 school boards.

## **Ministerial Committee on French Teaching**

A twelve-member Ministerial Committee on the Teaching of French was appointed in June 1973, under the chairmanship of Mr. Robert Gillin of the ministry's regional office in London. The committee was established in order to develop improved methods for the teaching of French to English-speaking students. It is also reviewing the aims and objectives of French-language courses in elementary and secondary schools.

## **Report of the Ministry's Task Force on Organization**

The report of the Ministry's Task Force on Organization, dealing specifically with the role and structure of the regional offices of the ministry, was presented in February 1973, following a year of study and examination. Director of the task force was Mr. A.R. Aird, senior partner of P.S. Ross and Partners, Management Consultants.

As a result of the report, the ministry's two Toronto regional offices were amalgamated; the number of regional offices was thus reduced from ten to nine. The new office, located in existing facilities in Willowdale, has been able to provide a more co-ordinated and effective service to school boards in the eight counties it serves than was previously the case.

In accordance with the task force recommendations, the regional offices are being restructured; each office will deal specifically with curriculum matters, and will provide supervisory services and financial advice and assistance to boards in the region.

## **Study Team on the Sharing or Transferring of School Facilities**

A report was also presented in February 1973 by the Study Team on the Sharing or Transferring of School Facilities, established in November of the previous year under the joint chairmanship of Dr. R.J. Christie, former chairman of the York Board of Education and J.A. Marrese, chairman of the Metropolitan Separate School Board.

The study team was appointed to resolve a particular situation in downtown Toronto in which vacant space in some public schools and overcrowding in some separate schools was caused by the transfer of a large number of students from public elementary schools to separate schools.

According to the findings of the study team, the sharing of school facilities by public and separate school boards did not seem to pose a threat to either school system. However, the study team indicated that, as a solution to overcrowding, the outright sale or lease of school facilities by one board to another, or the exchange of facilities between boards would

# Publications

be preferable to their sharing accommodation: any facilities shared, they pointed out, would probably accommodate only a small percentage of the school population if most sharing were on a short-term basis only.

*Major publications issued in the 15-month period, January 1, 1973 to March 31, 1974.*

## **Architecture**

Electrical Work in Schools  
Site

## **Calendars, Directories, and Manuals**

- Calendar of Teachers' Colleges, 1973/74
- Calendar of Teachers' Colleges, 1974/75
- Correspondence Courses, 1973/74
- Curriculum Guideline Program (a bibliography)
- Directory of Education, 1973/74 (replaced  
    Directory of Schools)
- Grants-in-Aid of Educational Research, 1973
- Student Guidance Information System: Master List  
        of Careers
- Summer Courses for Teachers, 1973

## **Guidelines and Circulars**

- Environmental Science, Intermediate and Senior  
    Divisions, 1973
- Family Studies, Intermediate and Senior Divisions,  
    1973
- Français, cycle supérieur, 1973
- History, Intermediate Division Interim Revision,  
    1973
- Man and the Earth, Intermediate Division,  
    Geography Interim Revision, 1973
- Physical and Health Education, Intermediate  
    Division, 1973
- Circular 14: Textbooks, 1973/74
- Circular 14A: Textbooks, 1973/74
- Circular 14B: Textbooks, 1973/74
- Circular H.S.1: Secondary School Organization and  
    Diploma Requirements, 1974/75
- Circulaire H.S.1: Organisation de l'école secondaire:  
    exigences des diplômes, 1974/75
- Répertoire 15: matériel didactique canadien

## **Miscellaneous**

- Education: Principal Priority for Ontario  
    Educational Resources Allocation System Task  
        Force, Newsletters 1-5
- Educational Resources Allocation System Task  
        Force, Working Papers 1-4
- Integrated School System
- Managing School Transportation
- Ontario Elementary and Secondary School  
    Enrolment Projections
- Project Canada (Information Kit)
- Proposed Consolidation of the Schools Acts
- Roman Catholic School Enrolment
- Young Travellers

## **Periodicals**

- Ministry of Education News (internal quarterly)
- Ontario Dimensions in Education (8 issues a year)

- Issued annually

# Introduction to Selected Statistical Tables

## Reports

- Interim Report No. 2, Committee on the Costs of Education
- Interim Report No. 3, Committee on the Costs of Education
- Report of the Minister of Education, 1972
- Report of the Provincial Task Force on H.S.I: A Summary
- Report of the Study Team on the Sharing or Transferring of School Facilities

## Enrolments, Schools and Boards, 1973

There were 1,422,885 students enrolled in 4,038 elementary schools in Ontario in 1973. The public schools, 2,718 in number, operated by 119 boards, accounted for an enrolment of 998,668 students or 70.2 per cent of elementary school enrolment. The 1,320 Roman Catholic separate schools operated by 61 boards reported an enrolment of 424,217 students and accounted for 29.8 per cent of all elementary school enrolment.

At the elementary school level, the public school boards employed 39,803 teachers, and the Roman Catholic separate school boards employed 16,827 teachers. The number of teachers in secondary schools in 1973 was 33,899.

There were 78 boards of education that operated both elementary and secondary schools. In the 611 secondary schools operated by these boards, 585,725 students were enrolled.

Schools for the trainable retarded and schools in a medical setting (in hospitals, sanatoria, or other treatment centres), numbering 155 and operated by 83 boards, reported an enrolment of 6,961 students.

The Ministry of Education operated 16 provincial schools in which 2,705 students were enrolled. Table 1 shows the number of students enrolled and the number of schools, boards, and teachers as of September 30, 1973. An historical view of enrolment trends is presented in Graph 1.

## Declining Enrolment

Elementary school enrolment has been declining since 1971. The decrease in elementary school enrolment of 22,216 between 1972 and 1973 was, however, well within the projected enrolment figures prepared by the ministry<sup>1</sup>. On the other hand, the annual increase in secondary school enrolment of only 2,712 students (or an annual rate of 0.5 per cent) in 1973 was much less than what had been anticipated.

## Demographic Influences

The population boom of the forties and fifties as well as the large numbers of immigrants who arrived in Ontario during those years prompted the expansion of the educational system and educational facilities in the province. Once the children born during this period reached school age, enrolment in elementary schools began to increase. As the students progressed to higher grades or levels of education, pressure began to build for increased facilities in secondary schools.

During these years of unprecedented expansion, an important demographic development was underway. The high annual birth rate, the most important

<sup>1</sup> Ontario Elementary and Secondary School Enrolment Projections, 1973-1982, Ministry of Education, Ontario, September 1973.

factor which influenced the increase in enrolment, was on the decline.

The present decline in elementary school enrolment, which began in 1971, can be related to the declining birth rate in Ontario during the period 1960 to 1968. In 1960, there were 159,245 births, or a birth rate of 26.1 per thousand population in Ontario. By 1968, the number of births had decreased to 126,257, or a birth rate of 17.3 per thousand population. In 1973, the Ontario birth rate was at its lowest point in over 100 years, at 15.8 per thousand population. The lower birth rate together with a reduction in the number of school-age children coming to Ontario from other provinces or countries are two of the factors accounting for the downward trend in school enrolment figures. Table 2 shows the number of live births in Ontario for the years 1957 to 1973. Table 3 represents the number of school-age immigrants (under the age of 18 years) coming to Ontario during the period 1957 to 1973. Graphs 2 and 3 provide an illustration of Tables 2 and 3 respectively. Showing a pattern similar to the elementary school enrolment, the annual rate of increase in secondary school enrolment during the past few years has also begun to show signs of declining.

### Teachers

As of September 30, 1973, school boards in Ontario employed 56,630 teachers in the elementary schools and 33,889 teachers in the secondary schools, for a total of 90,519 teachers (Table 1). There were 1,361 fewer elementary school teachers in 1973 than in 1972, and 660 fewer secondary school teachers. The number of teachers in elementary and secondary schools for the years 1959 to 1973 is shown in Table 4 and Graphs 4 and 5.

### Withdrawals

The number of teachers who withdrew from the teaching profession in the school year 1972-73, the reasons for their withdrawal, and the areas from which the teachers were drawn are shown in Table 5. Those who left the profession to "resume household duties" account for the largest category of withdrawals: 3,414 teachers. Those who left to take up employment in areas other than education and those who left for "other reasons" account for 2,302 teachers. The number of teachers who retired from the profession numbered 1,517.

### Acquisitions

The school boards employed 3,874 graduates from Ontario teacher education institutions, or 45.5 per cent of all teachers appointed during the school year 1972-73. A total of 1,554 teachers re-entered the profession. Altogether, 10,529 teachers withdrew from the teaching profession, and 8,508 teachers were appointed during the school year.

### Qualification of Teachers

Regulations<sup>2, 3</sup> made under the Ministry of Education Act, which require an elementary school teacher to hold a university degree,<sup>4</sup> partially account for the increase in the number of teachers holding degrees. Statistics on the qualifications of teachers (Table 6) as well as the historical data (Graph 6) reveal the extent to which the upgrading of qualifications has taken place. In 1971, those holding Standard 4 teaching certificates (for which a university degree is a prerequisite) accounted for only 19.4 per cent of the elementary teachers employed. By 1972, this percentage had increased to 24.6 per cent. In 1973, those holding a Standard 4 certificate accounted for the largest group, representing 30.1 per cent of all elementary teachers employed. The number of elementary school teachers holding a university degree is expected to increase. The percentage of secondary school teachers holding a permanent or interim certificate has also shown an increase, from 93.3 per cent in 1971 to 97.7 per cent in 1973.

2 Regulation made under the Ministry of Education Act, Reg. 295/73, Section 4 (b), *The Ontario Gazette*, vol. 106-22, p. 2282. The Queen's Printer and Publisher, Toronto, June 2, 1973.

3 Regulation made under the Ministry of Education Act, Reg. 688/73, Section 2 (b), *The Ontario Gazette*, vol. 106-47, p. 4635. The Queen's Printer and Publisher, Toronto, November 24, 1973.

4 These regulations apply to the teachers in elementary schools or classes where the language of instruction is English.

**Table 1 Education in Ontario - 1972 and 1973<sup>a</sup>**

Type of Schools	Boards Operating Schools		Schools in Operation		Enrolment		Number of Full-time teachers	
	1972	1973	1972	1973	1972	1973	1972	1973
Public	121	119	2,790	2,718	1,022,935	998,668	41,163	39,803
Roman Catholic Separate	61	61	1,336	1,320	422,166	424,217	16,828	16,827
Elementary	182	180	4,126	4,038	1,445,101	1,422,885	57,991	56,630
Secondary	78	78	607	611	583,013	585,725	34,549	33,889
<b>Total</b>	<b>182<sup>b</sup></b>	<b>180<sup>b</sup></b>	<b>4,733</b>	<b>4,649</b>	<b>2,028,114</b>	<b>2,008,610</b>	<b>92,540</b>	<b>90,519</b>
Trainable Retarded Schools in a Medical Setting	67	66	134	138	6,059	6,442	702	749
Provincial Schools	17	17	17	17	468	519	62	67
<b>Grand Total of publicly-supported Education</b>	<b>194</b>	<b>191</b>	<b>4,900</b>	<b>4,820</b>	<b>2,037,242</b>	<b>2,018,276</b>	<b>93,782</b>	<b>91,841</b>
Private Schools	..	..	282	295	44,826	46,300	2,150	3,940

*Notes:*<sup>a</sup>Statistics as of September 30 in each year.<sup>b</sup>Net total excludes duplication of 78 boards of education that operate both elementary and secondary schools, two of which are on crown lands.**Table 2 Live Births and Rates, Ontario 1957 to 1973**

Year	Live Births <sup>a</sup>	Rate <sup>b</sup>
1957	150,920	26.8
1958	152,637	26.2
1959	157,124	26.3
1960	159,245	26.1
1961	157,663	25.3
1962	156,053	24.6
1963	155,089	23.9
1964	152,729	23.0
1965	141,610	20.9
1966	131,942	19.0
1967	127,509	17.8
1968	126,257	17.3
1969	130,398	17.5
1970	134,724	17.6
1971	130,395	16.9
1972	125,060	16.0
1973 <sup>c</sup>	125,601	15.8

*Notes:*<sup>a</sup>Statistics based on calendar year.<sup>b</sup>Rate per thousand population.<sup>c</sup>Tentative figures supplied by the Office of the Registrar General, Ontario.

Source: Ontario Vital Statistics, 1957 to 1972.

**Table 3 Immigration to Ontario of Children under 18 Years of Age by Age Group,  
1957 to 1973**

Calendar Year	0 - 4 Years	5 - 9 Years	10 - 14 Years	15 - 17 Years	Total Immigrants under 18 Years	Total Immigrants All Ages
1957	14,362	13,339	8,550	4,186	40,437	147,097
1958	5,776	5,194	3,836	2,222	17,028	63,853
1959	4,914	4,500	3,470	2,060	14,944	55,976
1960	4,655	4,113	3,256	1,948	13,972	54,491
1961	3,034	2,661	2,277	1,388	9,360	36,518
1962	3,326	2,872	2,174	1,312	9,684	37,210
1963	4,718	3,832	2,838	1,863	13,251	49,216
1964	6,164	5,072	3,845	2,692	17,773	61,468
1965	8,466	6,988	4,941	3,139	23,534	79,702
1966	11,852	9,969	6,587	3,843	32,251	107,621
1967	11,228	9,759	6,318	3,614	30,919	116,850
1968	8,517	7,557	5,036	3,156	24,266	96,155
1969	7,435	6,744	4,304	2,757	21,240	86,588
1970	6,797	6,155	4,081	2,618	19,651	80,732
1971	5,322	4,999	3,555	2,300	16,176	64,357
1972	5,547	5,320	3,759	2,379	17,005	63,805
1973	7,859	8,179	5,860	3,698	25,596	103,187

Source: Department of Manpower and Immigration, Ottawa.

**Table 4 Full-time Teachers in Ontario  
1959 to 1973**

Year	Elementary	Secondary	Total
1959	35,241	10,464	45,705
1960	36,533	11,478	48,011
1961	38,079	12,850	50,929
1962	39,249	14,923	54,172
1963	40,875	17,170	58,045
1964	42,750	19,205	61,955
1965	44,967	21,659	66,626
1966	47,647	24,242	71,889
1967	51,018	27,164	78,182
1968	54,587	30,203	84,790
1969	57,587	32,342	89,929
1970	59,307	33,693	93,000
1971	58,329	34,469	92,798
1972	57,991	34,549	92,540
1973	56,630	33,889	90,519

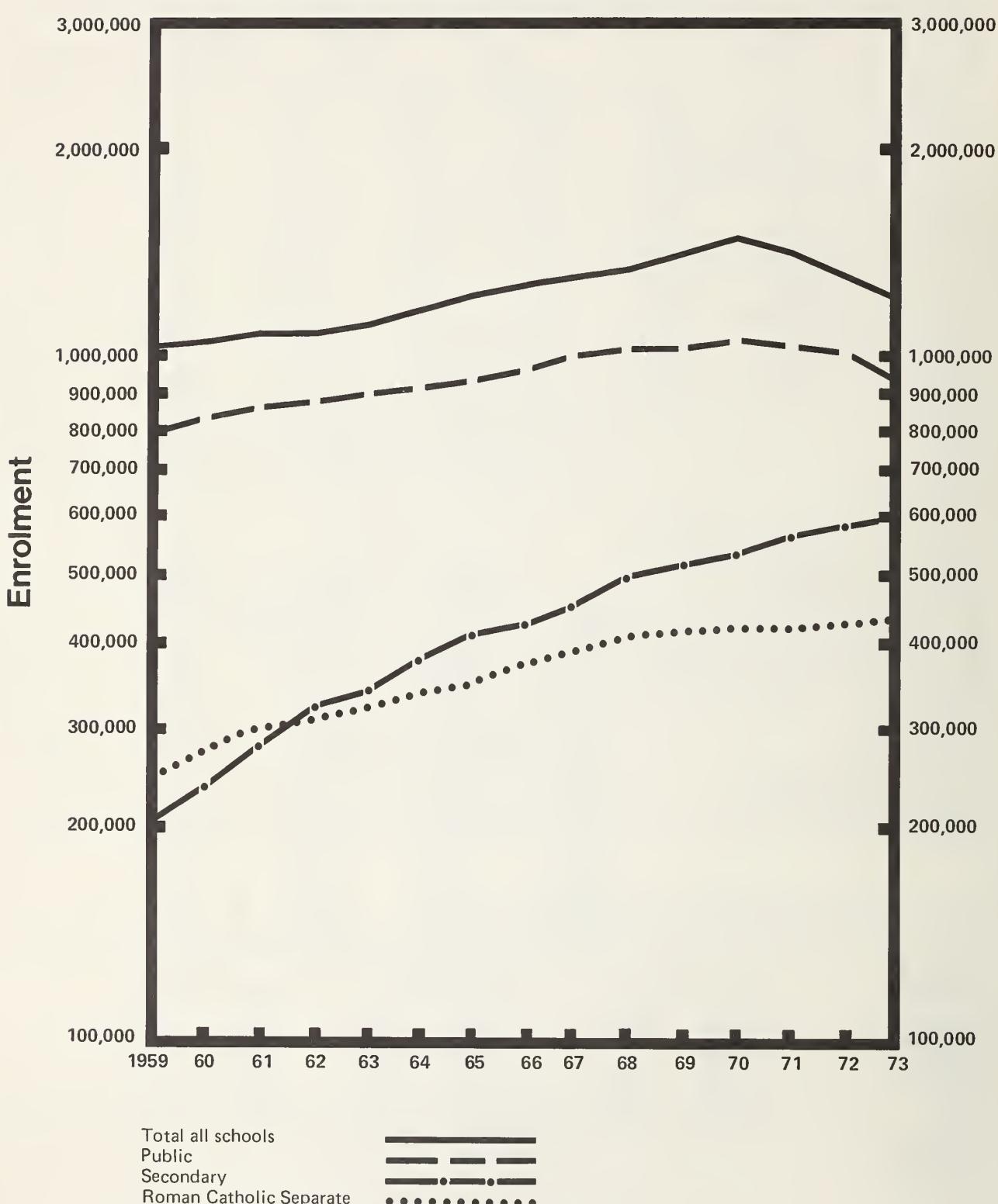
**Table 5 Full-time Teachers-Withdrawals and Acquisitions 1972 to 1973**

	Public	Roman Catholic Separate	Total Elementary	Secondary
Number of full-time teachers on September 30, 1972	41,163	16,828	57,991	34,549
<b>Withdrawals—September 30, 1972, to September 30, 1973</b>				
To teach in elementary, secondary, or private schools or teachers' colleges in Ontario	135	121	256	116
To teach in a school for the Trainable Retarded	12	5	17	3
To teach outside Ontario	132	80	212	128
To teach part-time	309	211	520	195
To teach in a college of applied arts and technology	3	3	6	25
To enrol in teachers' colleges, universities, and other educational institutions	326	183	509	219
To teach in another province or country on a formal exchange plan	52	6	58	36
To a supervisory, administrative, or consultative position in education	212	113	325	135
To a field outside education	403	179	582	550
Resumption of household duties (married women)	2,059	774	2,833	581
Marriage	142	65	207	67
Retirements	808	293	1,101	416
Illness	72	55	127	46
Death	41	13	54	35
Other	532	230	762	408
<b>Total, withdrawals</b>	<b>5,238</b>	<b>2,331</b>	<b>7,569</b>	<b>2,960</b>
<b>Acquisitions—September 30, 1972 to September 30, 1973.</b>				
From Private elementary and secondary schools	18	46	64	23
From schools for the Trainable Retarded	16	—	16	1
From schools outside Ontario	141	98	239	81
Graduates from an Ontario teacher education program	1,605	1,017	2,622	1,252
Qualified teachers re-entering who were not employed as teachers in Ontario last year	825	388	1,213	341
Former part-time teachers now teaching full-time	382	249	631	123
Teachers on exchange from other jurisdictions	49	3	52	34
Holding letter of standing	81	33	114	40
Holding temporary secondary school certificates	—	—	—	11
Other	761	496	1,257	394
<b>Total, acquisitions</b>	<b>3,878</b>	<b>2,330</b>	<b>6,208</b>	<b>2,300</b>
Acquisitions less withdrawals	—1,360	—1	—1,361	—660
Number of full-time teachers on September 30, 1973	39,803	16,827	56,630	33,889

**Table 6 Qualifications of Full-time Teachers 1971 to 1973**

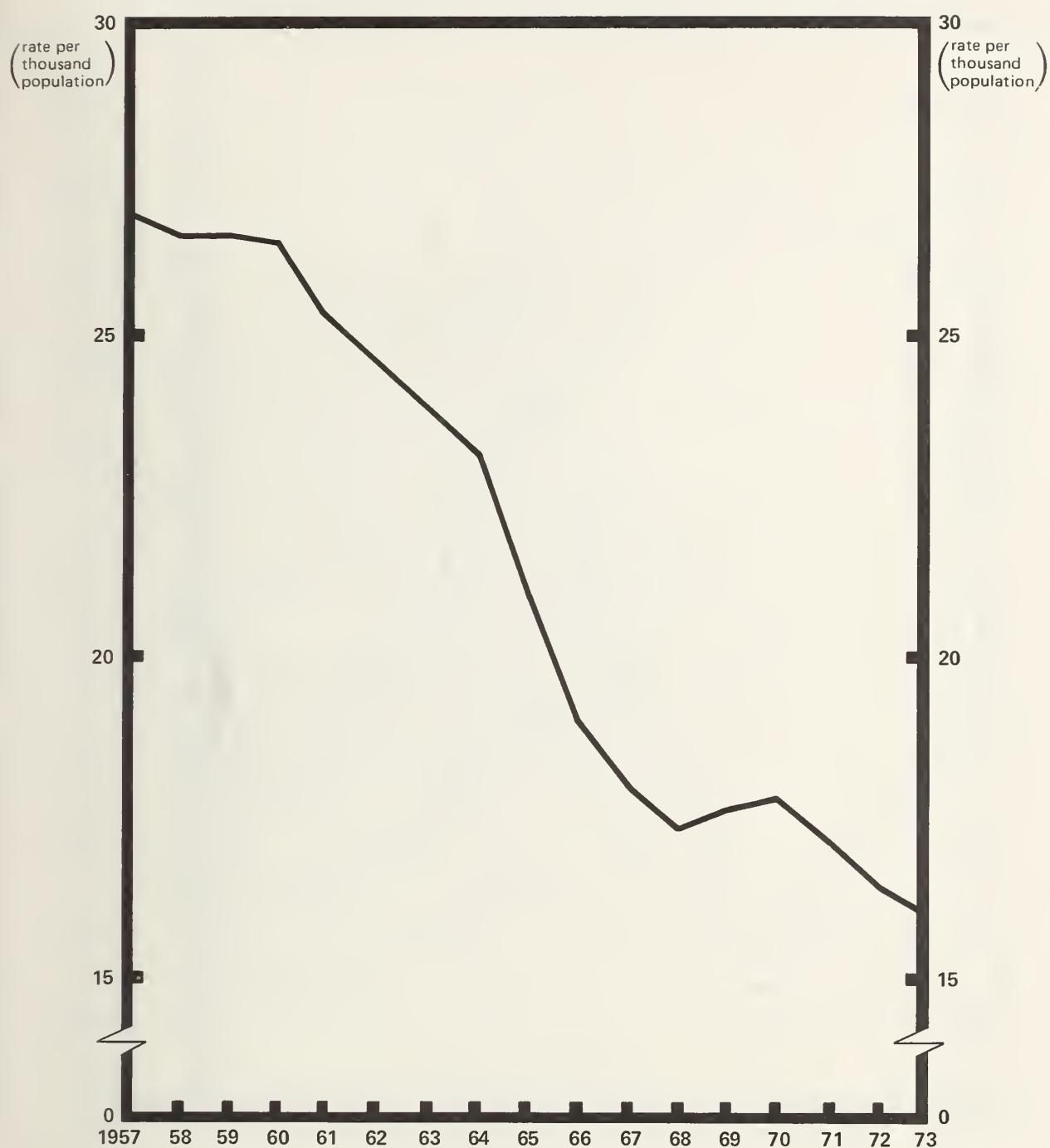
Elementary Teaching Certificates	1971		1972		1973	
	Number	Percent	Number	Percent	Number	Percent
Standard 1	23,650	40.5	18,539	32.0	13,247	23.4
Standard 2	14,228	24.4	15,389	26.5	15,898	28.1
Standard 3	6,452	11.1	7,527	13.0	8,573	15.1
Standard 4	11,294	19.4	14,261	24.6	17,034	30.1
Other	2,705	4.6	2,275	3.9	1,878	3.3
<b>Total</b>	<b>58,329</b>	<b>100</b>	<b>57,991</b>	<b>100</b>	<b>56,630</b>	<b>100</b>
<b>Secondary Teaching Certificates</b>						
Permanent or Interim Other	32,154	93.3	33,301	96.4	33,083	97.7
	2,315	6.7	1,248	3.6	806	2.3
<b>Total</b>	<b>34,469</b>	<b>100</b>	<b>34,549</b>	<b>100</b>	<b>33,889</b>	<b>100</b>

**Graph 1**  
**Enrolment in Public, Roman Catholic Separate  
 and Secondary Schools 1959-1973**



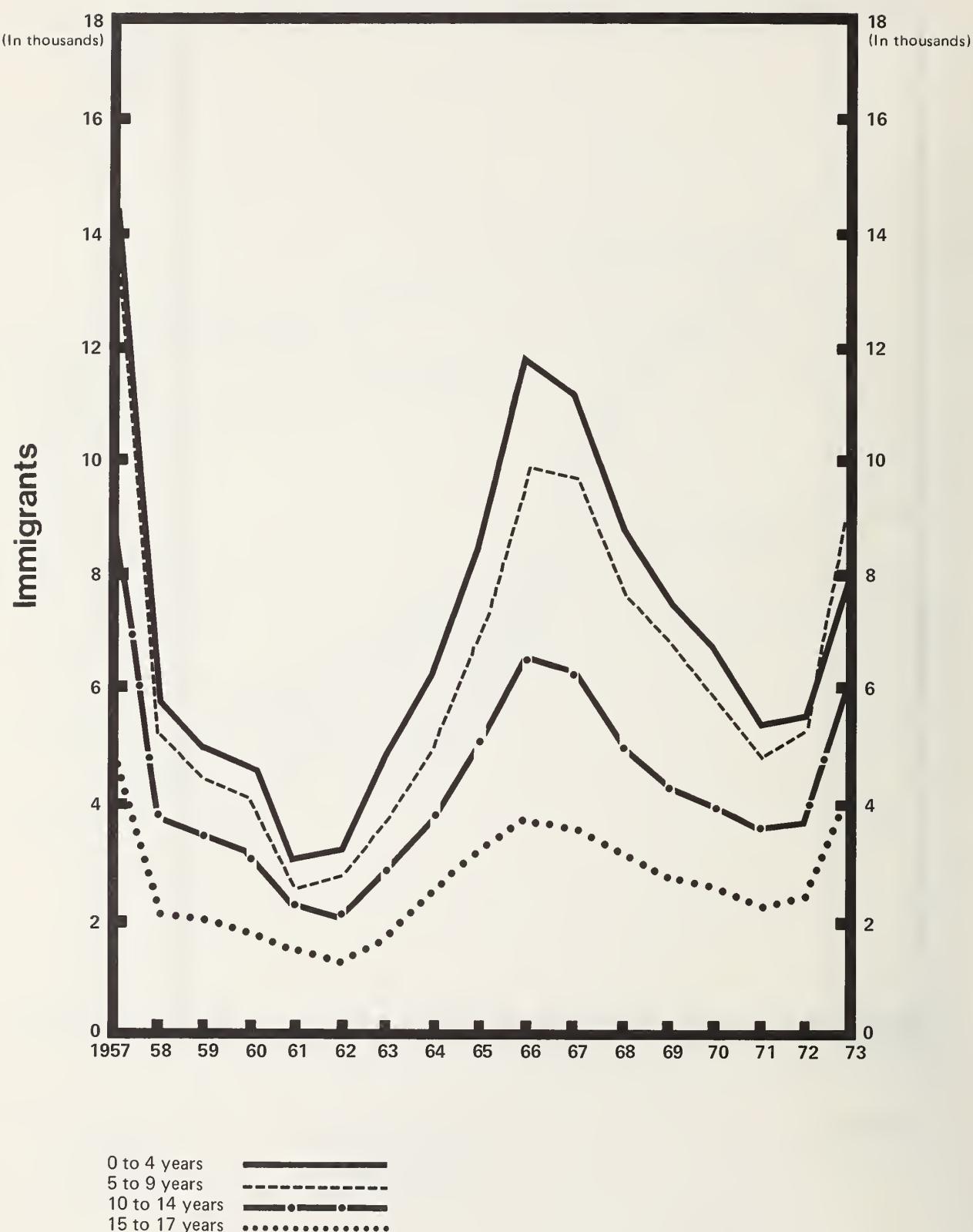
Source: Table 1

**Graph 2**  
**Birth Rates, Ontario**  
**1957-1973**



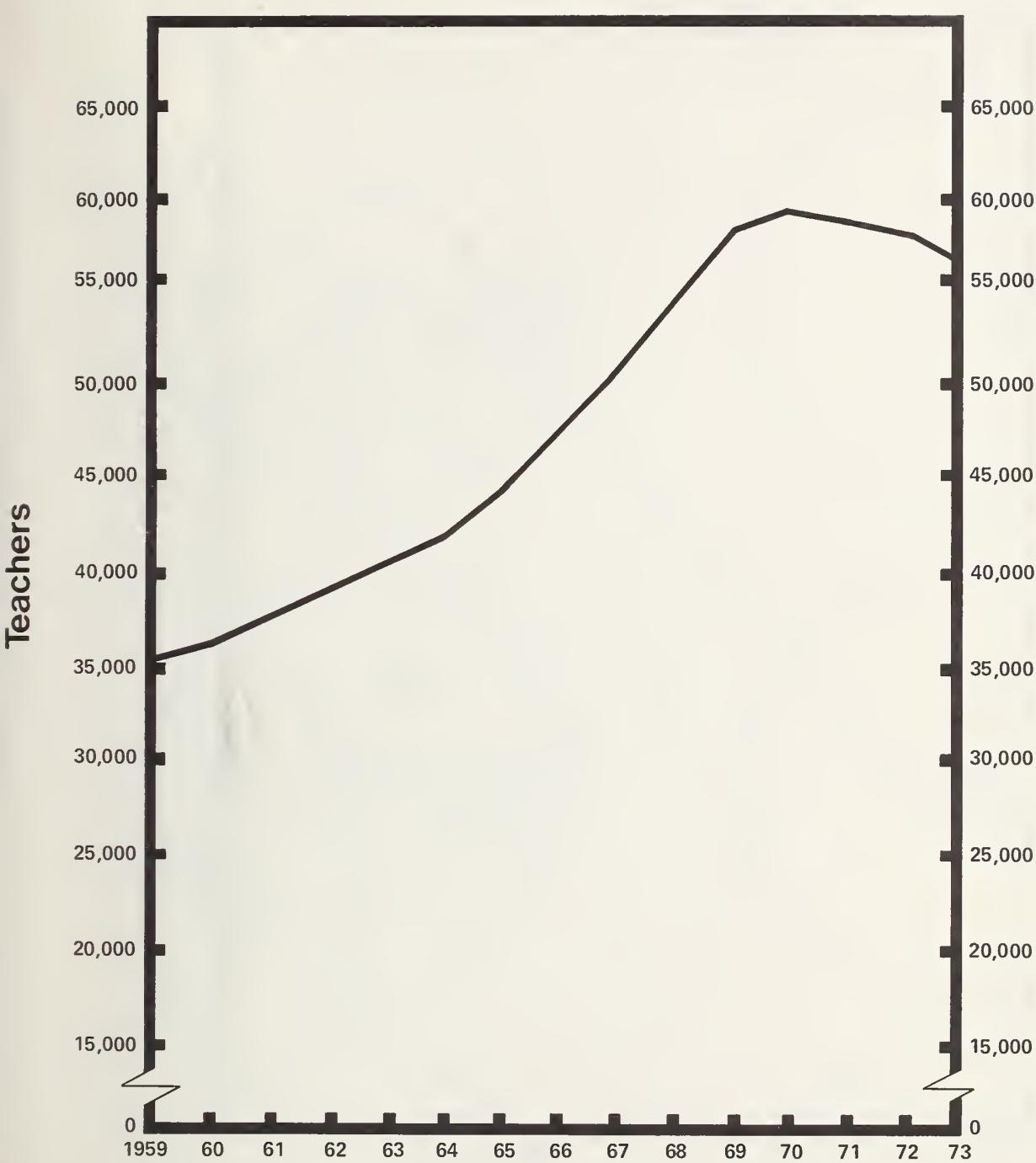
Source: Table 2

**Graph 3**  
**Immigrants to Ontario 18 Years of Age and Under**  
**by Age Group 1957-1973**



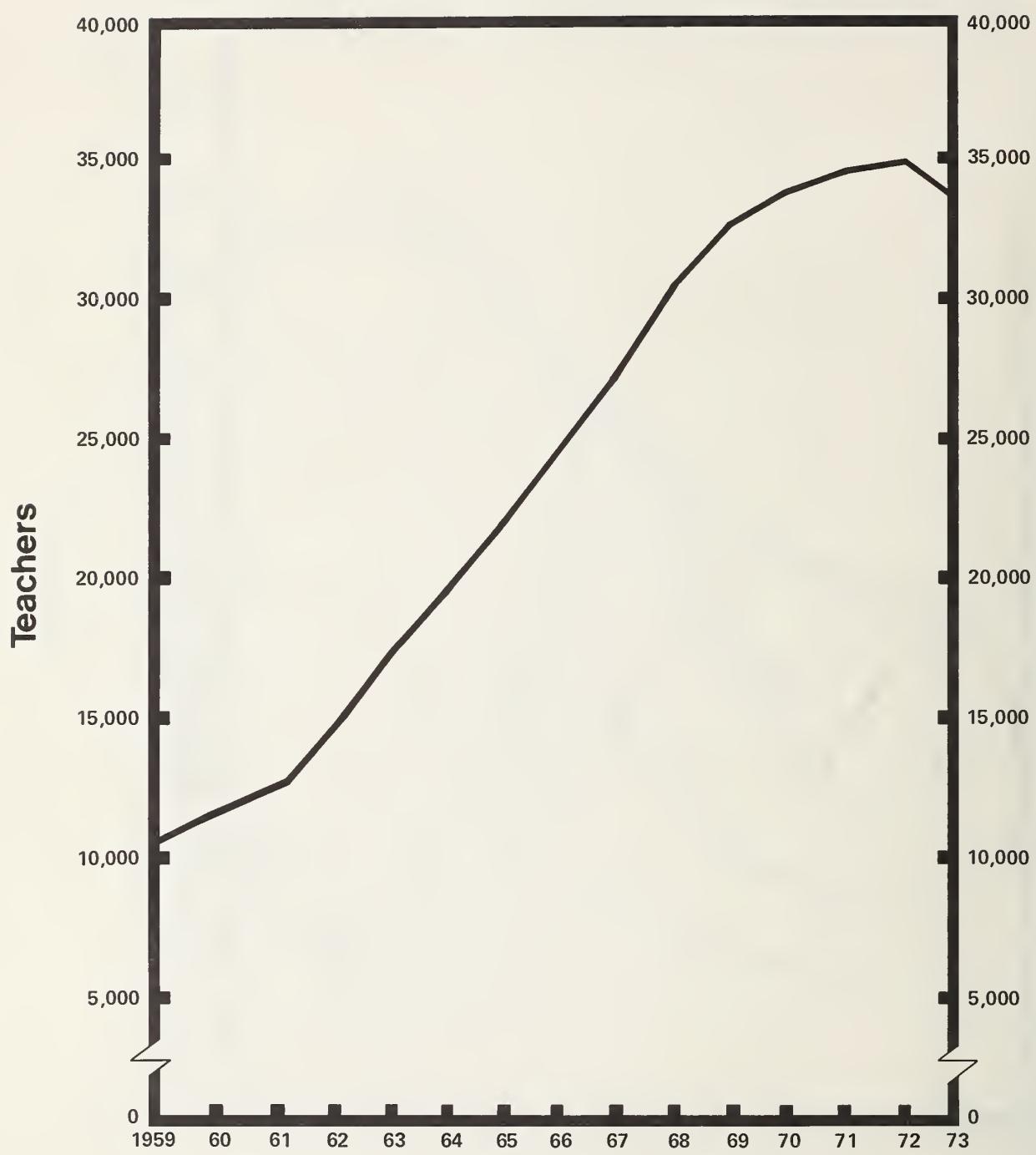
Source: Table 3

**Graph 4**  
**Elementary School Teachers**  
**1959-1973**



Source: Table 4

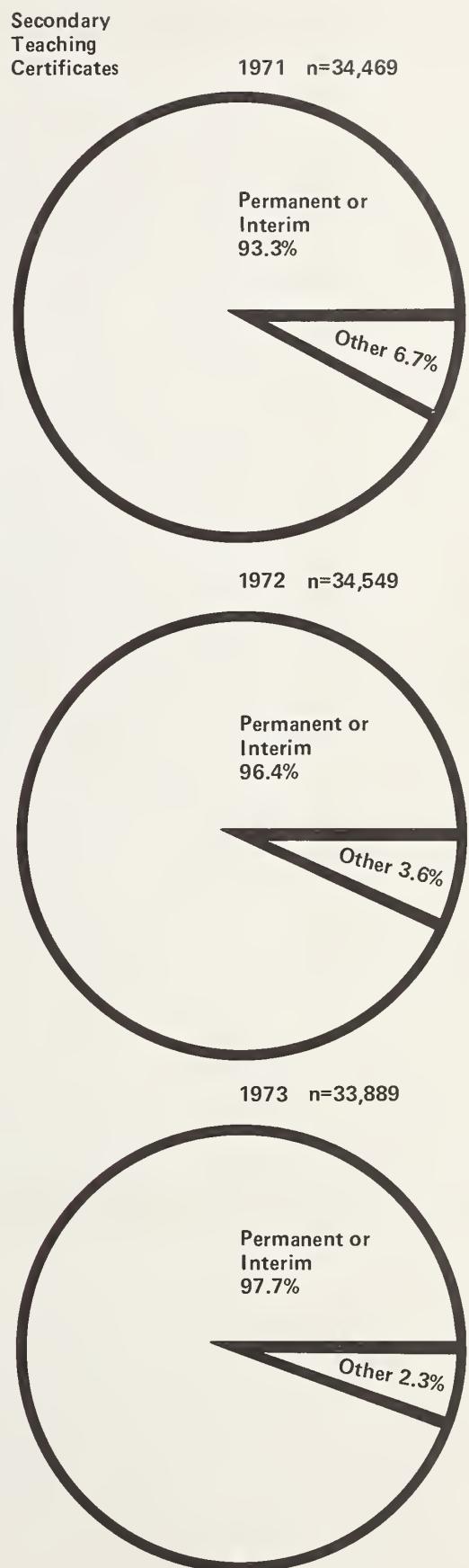
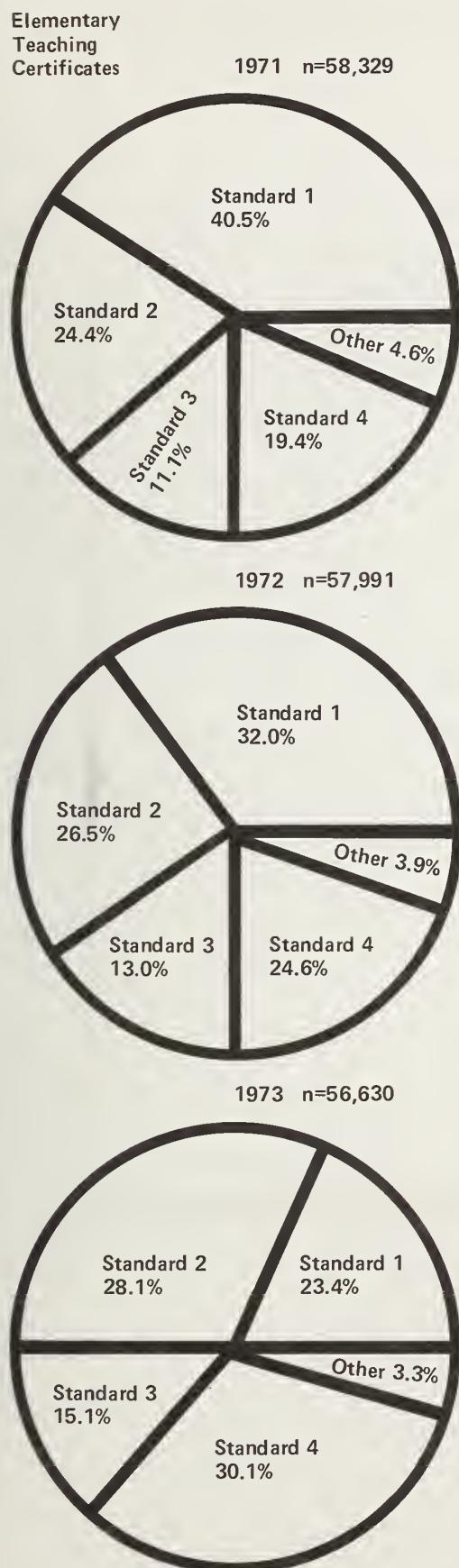
**Graph 5**  
**Secondary School Teachers**  
**1959-1973**



Source: Table 4

## Graph 6

### Qualifications of Full-Time Teachers 1971, 1972 and 1973



Source: Table 6





Identification No. 74-75/4047



